DOCUMENT RESUME

ED 224 366 HE 015 629

TITLE	Save Black Schools. What Is the Future of Black Higher Education in North Carolina. A Report on the Crisis in Black Higher Education in North Carolina.
INSTITUTION	Student Organization for Black Unity, Greensboro, NC.
PUB DATE	Apr 71
NOTE	40p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Black Colleges; *College Desegregation; Educational History; Equal Education; Financial Problems; *Government School Relationship; Higher Education; Political Influences; Public Education; Public Policy; *Racial Factors; Resource Allocation; State Aid; *State Colleges; *Statewide Planning
IDENTIFIERS	*North Carolina

ABSTRACT

Problems faced by blacks in higher education in North Carolina are analyzed with focus on inadequate financial support for black colleges. It is suggested that factors affecting the status of black institutions are (1) the traditional state educational priorities, and (2) the history of political maneuvering that has resulted in a misguided placing of priorities, at the expense of education in general and black education in particular. The background on higher education in North Carolina is reviewed for the early, mid-, and late 1960's. As of 1971, the predominantly black institutions received about 12 percent of the total budget appropriations for state-supported schools. Inadequate financing of the black schools has resulted in inferior physical facilities, as well as lower faculty and staff pay scales. Five plans for reorganizing North Carolina higher education are briefly outlined, and it is claimed that none provides concretely for the preservation and rapid development of the five predominantly black institutions. Basically, the problems for the black colleges are: securing sufficient financial support to expand and develop; maintaining their racial characteristic; and defining a relevant educational philosophy and process. Appended materials include the following: data on state college enrollments and resource allocation, a statement of Governor Robert Scott, a memo concerning restructuring higher education, a joint resolution from the North Carolina General Assembly, and lists of members of the reorganization committee and members of the state board of higher education. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224366

HE 015 629

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Student Assn. for Black Unity

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1 2

A REPORT ON THE CRISIS

IN

BLACK HIGHER EDUCATION

IN

NORTH CAROLINA

APRIL 1971

HE 015 629

STUDENT ORGANIZATION FOR BLACK UNITY

Dear Readers:

This report was developed for the benefit of the average working man and concerned youth. The report is not intended to be a highly scholastic work.

It is our purpose here to present some information on the state of public higher education in North Carolina with particular emphasis on Black institutions of higher learning. It is our sincere hope that the information presented in this report will inspire a greater interest in the welfare of Black educational institutions on all levels.

We recognize that a more in depth report would greatly benefit a number of people. We encourage such a report to be developed and disseminated among our people. For if Black institutions are to be saved and developed into educational organs that reflect the interest of Black people, a greater interest and involvement will need to be demonstrated.

To our fellow students and youth, we urge you to keep in clear perspective the deeper meaning of this effort. It must be clear that 'all that shines is not gold.' Changes which appear to cure the ills of years of deprivation could well be calculated long range strategy to completely control the consciousness of our people. Our future will be determined by our understanding of our situation as a people, our belief in our worth, and our determination to fight for our beliefs.

Sincerely,

James Nesby- SGA President
Fayetteville State Univ.

Jerry Walker, Chairman
Higher Education Student Committee
SGA Pres., North Carolina Central

Earl Hart- SGA President
Winston-Salem State Univ.

Eddie Davis - SGA Presidemt
Elizabeth City State University

Nelson N. Johnson(SOBU)*
Staff

Matthew Simpson - SGA President
A & T State University

Franklin Williams(SOBU)
Staff

*Student Organization for Black Unity

TABLE OF CONTENTS

INTRODUCTION

I. BACKGROUND ON HIGHER EDUCATION IN NORTH CAROLINA

A. THE EARLY SIXTIES

B. THE MID-SIXTIES- "The Jenkins Era"

C. THE LATE SIXTIES- "The Era of Instant Universities"

II. THE PRESENT CRISIS

III. THE APPENDIX

A. How The Budget Treats Universities

B. Number of Students in North Carolina Public Universities and the College of the Arts of Higher Learning

C. Statement of Governor Scott to the Advisory Committee of Public University Presidents and Chancellors to the Board of Higher Education

D. Memorandum to Members of the Board of Trustees- President Whiting

E. North Carolina General Assembly- Joint Resolution #709

F. Editorial- "What will happen to black schools?"

G. Governor's Committee on Re-organization of Higher Education

H. Members of North Carolina Board of Higher Education

INTRODUCTION

The purpose of this report is to analyze and present to Black people some of the specific problems we face today in the area of higher education in North Carolina. We shall deal particularly with the extreme lack of adequate financial support for Black institutions which has brought about limitations in facilities and personnel. We shall support the assertion that the major factor affecting the financial status of the Black institutions is the traditional educational priorities established in the State. We shall also contend that the present crisis concerning the reorganization of higher education is directly related to the history of political maneuvering which has resulted in a misguided placing of priorities, at the expense of education in general and Black education in particular. To clarify our position, we shall present the background of higher education in North Carolina as well as a discussion on the present crisis of Black schools.

The Student Organization for Black Unity has taken it upon itself to compile this report because of the real, impending threat to the continued existence of the five state-supported Black institutions. We have researched and compiled data from newspapers, the North Carolina Institute of Government, the Board of Higher Education, The Southern Regional Education Board, and the Carnegie Com-

mission on Higher Education. We have also consulted with Black state legislators, College Presidents, a member of the Board of Higher Education, faculty members, students, and concerned citizens.

It is our hope that the information made available in this report will lead to the development of a real concern on the part of Black people for the survival of our colleges. Out of this concern we would hope that a functional program will be designed and implemented to insure the continued and improved existence of the predominantly Black institutions of higher education in North Carolina.

I. BACKGROUND ON HIGHER EDUCATION IN NORTH CAROLINA

THE EARLY SIXTIES:

In 1963, the Carlyle Commission did a report for the North Carolina State Legislature on the state's higher education structure. The report recommended that higher education be structured pyramid-style. Adopting the recommendations of the Carlyle report, the state legislature set up its educational pyramid. On the bottom were the junior colleges at Wilmington, Asheville-Biltmore, Charlotte and the Industrial Education Centers. At the third level came the four-year institutions which were really teachers colleges, including Appalachian, Fayetteville, Pembroke, Elizabeth City, and Winston-Salem. The second level consisted of five-year colleges which offer degrees to the masters level. This group was composed of North Carolina A & T College, Western Carolina, East Carolina and North Carolina College. At the very top was the consolidated University of North Carolina at Chapel Hill with campuses in Greensboro and Raleigh. This

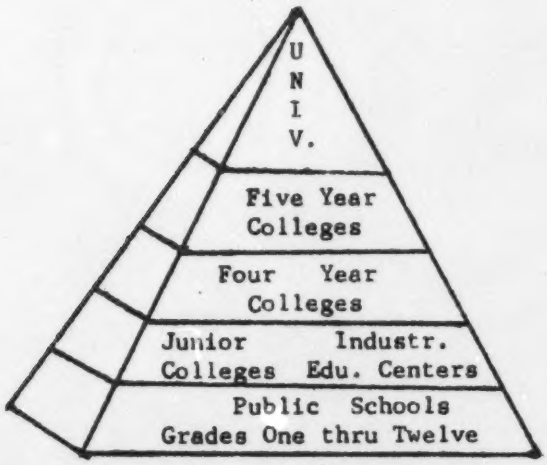


Figure 1. Pyramid of Public Education in North Carolina-Early 60's

was the structure of Higher Education in North Carolina from 1963 to 1967.

Levels in the pyramid insured a given status which in turn dictated the future rate and degree of development. The apparent preoccupation and major concern of the state legislature became the University of North Carolina. The fact that the North Carolina State Legislature has more graduates from the University of North Carolina than any other college or university undoubtedly contributed to the favorable attention the institution received. As the most prestigious institution in the state's higher educational structure, the University of North Carolina received more than a proportionate share of state financing, and consequently, it did most of the developing.

Also, the 1963 General Assembly specified that public institutions with authority to offer doctoral programs be restricted to the campuses of the University of North Carolina. Further, the general assembly established a procedure whereby additional campuses might be added to the University. Therefore, top priority was given to UNC in finance and expansion of its physical plant; this enhanced the universities' prestige and encouraged expansion. Other priorities for remaining institutions followed according to their location on descending levels of the pyramid. Black instituions, because most of them had been consigned to the

third level, were slow in receiving any improvements. North Carolina College and North Carolina A & T College were on the second level which made them a little better than worse off.

THE MID-SIXTIES: "The Jenkins Era"

Leo Jenkins, President of what used to be East Carolina College, began to pressure the General Assembly to grant East Carolina the authority and finance to establish a medical program. Using the argument that North Carolina needed doctors and the people in his part of the state especially needed medical training programs. Jenkins succeeded in marshalling the support of the politicians in the eastern section of the state. Having acquired the political support of the east, he began to systematically pressure the legislature for a major revamping of academic programs and an increase in status for East Carolina. In reality, what Jenkins sought was University status for East Carolina. He argued for a four year medical program. Such a program would be in competition with the University of North Carolina. In addition, it would launch East Carolina on a development course that would rival the University of North Carolina in status as well

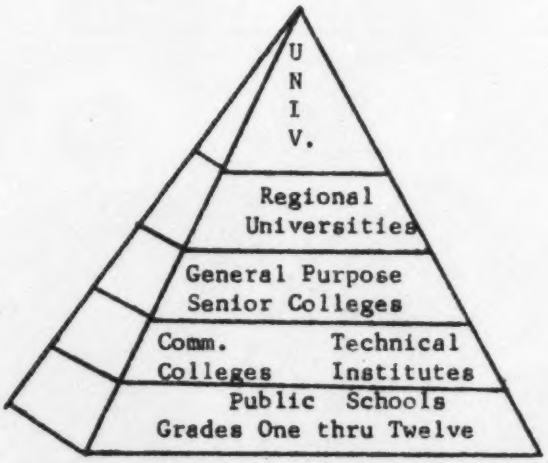


Figure 2. Pyramid of Public Education in North Carolina-Mid-60's

as prestige. The result of Jenkin's thrust was a power struggle between the two large white schools, each armed with their cadres of political office holders, alumni, the surrounding population, etc.

In order to strengthen its base, UNC began to expand under the auspices of the 1963 General Assembly's specifications that it (UNC) could absorb other institutions. In 1965, Charlotte College was added to the UNC complex. Jenkins countered as he and his supporters began to call for the restructuring of the whole system of higher education. Consequently, the state legislature passed compromise legislation which revised the higher education structure. They created a new category called "Regional Universities," the state legislature, at the same time, minimized ECC's new University status by naming four other colleges to University status. Therefore, the University of North Carolina remained at the top of the pyramid with its relative status (prestigious) essentially unchanged.

The new category of Regional Universities became the second level of the pyramid. Included in this level were East Carolina, Appalachian State, Western Carolina and North Carolina A & T. North Carolina College moved to the third level and joined the old four-year colleges (minus Appalachian) in a new category called General Purpose Senior Colleges. The fourth level became a system of Community Colleges and Technical Institutes to replace

or revamp the junior colleges.

THE LATE SIXTIES: "The Era of Instant Universities"

The creation of Regional Universities in the compromise legislation of 1967 prompted the states' remaining colleges to agitate for Regional University status. The logic of this course was clear: Regional University status delegated a school to a higher budget class, thus financial appropriations would be greater. Pembroke, which led the push for Regional University status was soon joined by the remaining state colleges. As randomly as the 1967 legislature had passed the compromise legislature creating Regional Universities, the 1969 legislature made all senior colleges Regional Universities. However, while the names changed, the facilities and finances of the schools, especially the Black institutions, remained the same.

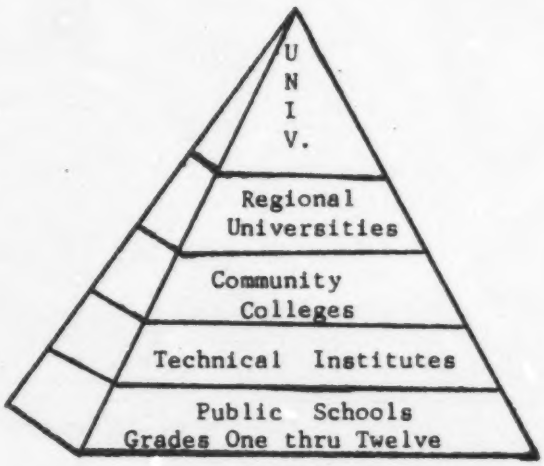


Figure 3. Pyramid of Public Education in North Carolina-Late 60's

East Carolina University continued its competition with UNC. ECU kept working for a medical school, since that would give her influence to counter UNC's prestige. It would also give her an advan-

tage over the other regional universities. UNC, in turn, counteracted by further consolidating its power base; in its expansion program, Asheville-Biltmore College and Wilmington College were added to the UNC complex. Now with campuses in the eastern, western, southern and central region of the state, UNC had, in fact, developed influence all over North Carolina.

At the close of the sixties, the Consolidated University of North Carolina and East Carolina University were still locked in a quiet power struggle. Black colleges had been designated universities, but their relative status remained the same. The well established policy of using Black institutions as pawns to be manipulated in the interest of the larger white universities also remained intact. Lastly, state Black institutions still appeared fragmented in their struggle to survive; there existed no strong lobby group for Black schools, there had not been an effective consolidation of the strength and strategy of the Black instituions. Thus closed the decade of the sixties.

II. THE PRESENT CRISIS

- 15.1% of all students in attendance at state institutions of higher learning attend one of the five predominantly Black institutions.

- The predominantly Black institutions receive approximately 12% of the total budget appropriation for all state supported schools.

- Predominantly Black institutions have always received a smaller percentage of the state appropriation compared with their white counterparts (Based on the number of enrolled students).

The above statements point up a large portion of the present crisis in higher education in North Carolina. Black state institutions have suffered historically from inadequate financing. Consequently, these institutions have been plagued with inferior physical facilities, as well as lower pay scales for its teachers, administrative staff, technical and non-professional work force. The questions: What should be done about Black institutions? How will reordering the higher educational structure affect these institutions?

Now with the label of "university", North Carolina's five Black schools are still inadequately financed and in need of further development. The two previous restructurings of the education pyramid should be recognized as having been done for the sake of politics and not educational advancement. The five Black state institutions were involved only because they are state institutions. The

main benefactors have been the large and small white institutions of higher learning in the state. Little serious attention has been paid to Black institutions except when these schools could be useful in the major interest schemes of one of the larger white universities.

Last November, the Board of Higher Education held a meeting in retreat with Governor Robert Scott. At that meeting the Governor discussed the need for re-organization of higher education in the state. Since that meeting, Scott has moved full speed for the restructuring of higher education (again). There are five options currently being discussed by a 21-member Scott-appointed committee. Four of the re-organization options are discussed in a memorandum from Dr. Whiting, president of North Carolina Central University, to his Board of Trustees. This memorandum can be found in the appendix of this report. Briefly, the five plans are:

Plan I SUPER BOARD (BOARD OF REGENTS)

Usually composed of a relatively small number of persons (e.g. approximately 15) supported by a Professional Staff and a Director who is variously referred to as a President or Chancellor. This Board is a governing board in the true sense of the word and has overall responsibility with reference to policy and the administration of the higher education system.

Plan II A LARGE 100-MAN BOARD OF TRUSTEES FOR THE HIGHER EDUCATION SYSTEM BASED ON GEOGRAPHIC REPRESENTATION AND COMPOSED INITIALLY OF REPRESENTATIVES FROM ALL OF THE LOCAL BOARD OF TRUSTEES

This Board would require staff support as described above

in Plan I and, in addition, would be divided into sub-groups - each of which would serve as a Visiting Committee for each institution in the system.

Current thinking among some Trustees and Administrators envisions, if this were adopted in North Carolina, a Board of some 100 odd persons composed of 48 from the Trustees of the Consolidated University, 48 from representatives and the College of the Arts, plus several Legislators and the Governor.

Plan III TWO BOARDS OF TRUSTEES

An arrangement wherein there would be two Boards of Trustees - one for the Consolidated University and one for the Regional Universities and the Colleges of the Arts. Each Board presumably would be supported by a Professional Staff in the nature of the staff presently under the direction of the President of the Consolidated University. With regard to the Board for the Regional Universities and the College of the Arts, the membership initially would be composed of representatives from each of the current local Boards.

Plan IV TO CONTINUE THE PRESENT SYSTEM OF LOCAL BOARDS WITH THE BOARD OF HIGHER EDUCATION AS THE COORDINATING AGENCY

The presumption here would be that the Board of Higher Education would be given more power and would have responsibility in the budget area. In addition, it would be necessary for the local Boards to have more actual responsibility with regard to budget, program, personnel, etc. Implicit in the first three plans is the understanding that the present Board of Higher Education will be dissolved.

Plan V REGIONAL BOARDS OF TRUSTEES

This plan would divide the state into Eastern, Central and Western regions with a strong board of trustees to govern each region.

Allegedly, the basis for the re-organization plans are the establishment of state-wide uniformity in academic standards, admission

requirements, tuitions and the avoidance of unnecessary duplication in academic programs.

Upon close examination, neither of the plans being discussed provides concretely for the preservation and rapid development of the five predominantly Black institutions. If fact, either of the plans could facilitate the gradual disappearance of Black institutions of higher learning in North Carolina. However, among the plans listed, plan IV, with a stronger Board of Higher Education, including Budgetary powers, appears to offer Black institutions the greatest possibility for expansion and development.

The political under currents which characterized previous attempts to re-organize higher education are potentially, if not already, a strong factor in the present call for re-organization. The background of some of the strongest proponents of re-organization lend credibility to this position. For example, Governor Scott was lieutenant governor when the first game of "let's make some univer' sities" was played. Scott was Governor when all senior colleges became universities. Additionally, members of the state legislature (99% white) still have some type of personal allegiance to at least one of the fifteen universities because they are either alumni, trustees, contributors, parents of a student there, or a nearby resident.

Black schools have suffered due to financial neglect for many years. Because of this neglect, Black schools are in serious con-

dition, that is, as far as physical facilities are concerned. If the politicans do begin to re-organize higher education, thereby consolidating and eliminating programs, can it be done objectively, or will Black schools, which have been deemed least desirable by a white oriented state legislature, become the most expendable?

In addition to the financial uncertainties posed by the planned re-organization of higher education, Black universities are faced with the meancing threat of being integrated out of existence. The integration question is a multi-pronged problem for Black universities. First, there is the problem of Black Students being lured away from Black schools through scholarship offers, suggestions of social prestige and hope of higher academic credentials by larger and richer white universities. Secondly, there is the problem of white teachers, students and administrators flooding Black campuses and thus changing the racial characteristics of Black institutions. This problem is evidenced by the rapid increase in the number of white faces, particularly teachers, seen on Black campuses. Then, there is, the problem of laws-- laws which will be used to deprive Black institutions of the limited funds now available to Black schools unless these schools pursue an integrationist course. The question- why not embrace integration; why not resist it? The answer is simple. The whole concept of integration as it has been defined through its practice over the last 16 years has ope-

rated in the interest of the white majority and therefore to the detriment of Black people. The memories of the plight of the once all Black elementary and high schools bear witness to this allegation.

With problems of finance and integration pressing Black institutions, the question of education itself poses even another problem. That is, the problem and indeed, the responsibility of redefining an educational philosophy in line with the authentic needs and aspirations of the Black masses. The thrust toward Black Studies expresses this problem. If Black institutions cease aping white institutions and begin to define for themselves a total educational process which, in theory and in fact, speaks to the long range authentic interests of Black people, then the institution is likely to run adverse to the will of the state.

The crisis of Black institutions is really an extension of the crisis of the greater Black masses whom these institutions proport to serve. In simple form the problems are:

A. Securing sufficient finance to expand and develop

B. Maintaining its racial characteristic

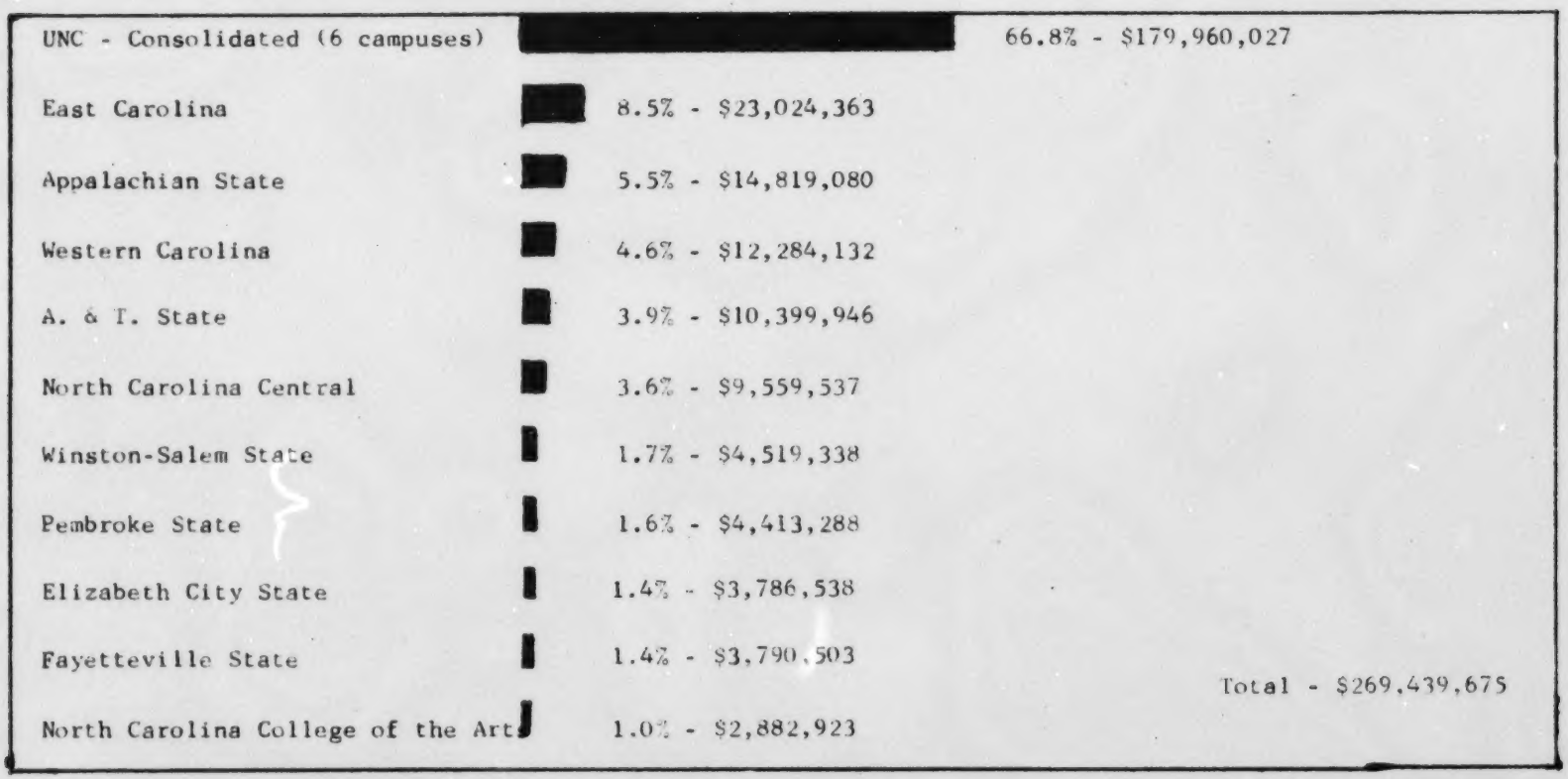
C. Defining a relevant educational philosophy and process

It is with these three basic problems in mind that Black people must make an assessment of the proposed re-organization of higher education, for re-organization will certainly affect in

one way or another all three areas. How re-organization affects each area will depend on the consciousness and determination of Black people.

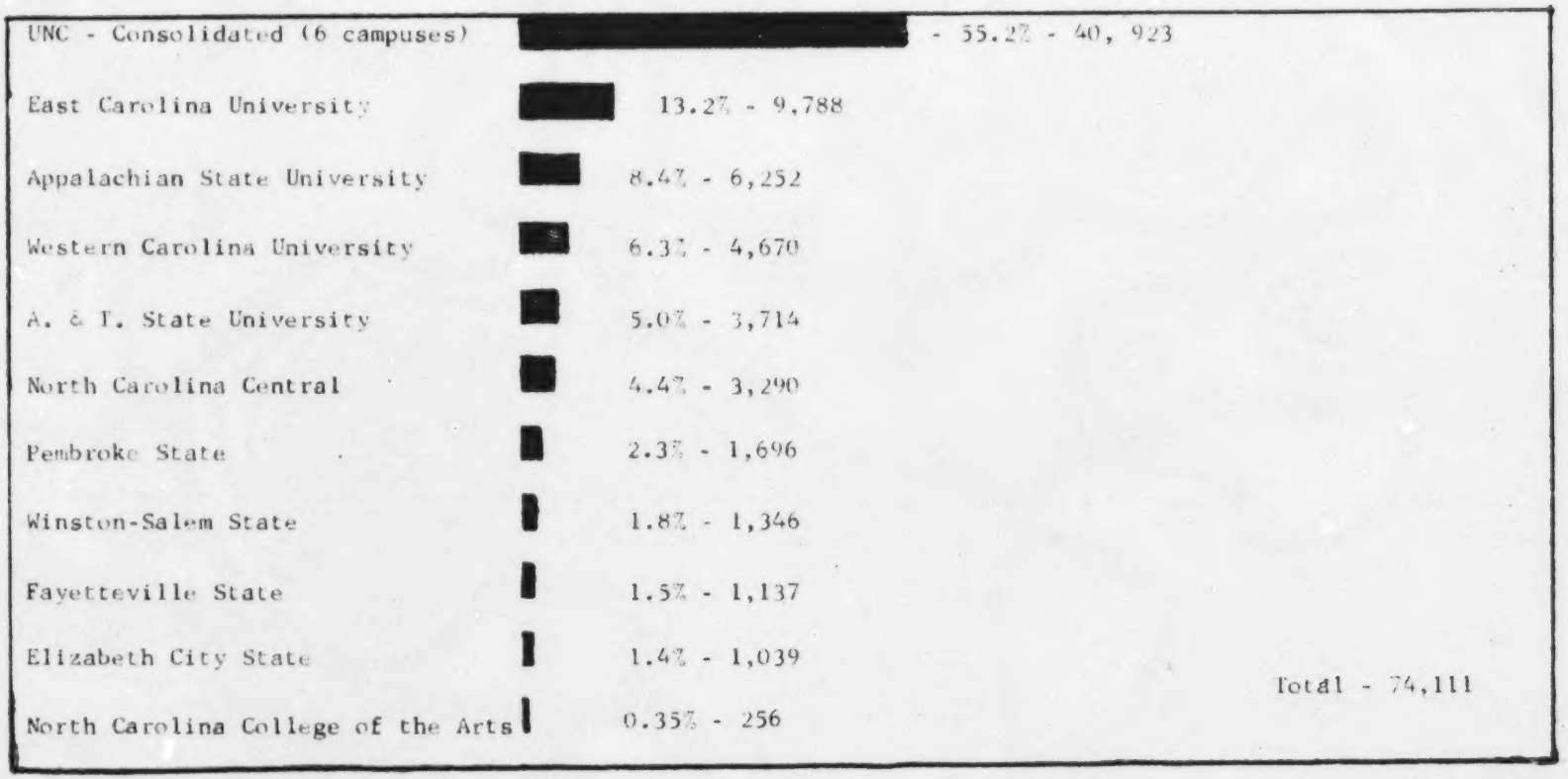
APPENDIX

HOW THE BUDGET TREATS UNIVERSITIES*



*News and Observer - January 17, 1971 - "15 Universities - Governor Sold on Reorganization"

NUMBER OF STUDENTS IN NORTH CAROLINA PUBLIC UNIVERSITIES
AND THE COLLEGE OF THE ARTS OF HIGHER LEARNING


UNC - Consolidated (6 campuses) - 55.2% - 40, 923
East Carolina University 13.2% - 9,788
Appalachian State University 8.4% - 6,252
Western Carolina University 6.3% - 4,670
A. & T. State University 5.0% - 3,714
North Carolina Central 4.4% - 3,290
Pembroke State 2.3% - 1,696
Winston-Salem State 1.8% - 1,346
Fayetteville State 1.5% - 1,137
Elizabeth City State 1.4% - 1,039
North Carolina College of the Arts 0.35% - 256
Total - 74,111

*Statistical Abstract of Higher Education in North Carolina, 1969 - 70, Table II page 6

STATEMENT OF GOVERNOR ROBERT SCOTT TO THE ADVISORY COMMITTEE OF PUBLIC UNIVERSITY PRESIDENTS AND CHANCELLORS TO THE BOARD OF HIGHER EDUCATION

First of all, I appreciate your attendance today at the first meeting of 1971 of the public university presidents acting as an advisory committee to the Board of Higher Education and the Director of Higher Education. North Carolina's Long Range Plan for Higher Education of November 1968 noted the need for this advisory committee to give the Board of Higher Education "information and advice on a broad range of subjects." In my letter of invitation to you I suggested an operating procedure which we will follow unless you have serious objection.

As you know, on Sunday afternoon, December 13, at my invitation, the Executive Committee of the Board of Higher Education, the Executive Committee of the University of North Carolina, and representative trustees of the nine regional universities and the School of the Arts met at the Executive Mansion. The sole topic for discussion at that meeting was the present structure and governance of the senior public institutions and the implications thereof. There were no administrators present. The press accounts which have appeared subsequently fairly well represented the tenor of my remarks and the discussion that followed.

As a part of our deliberation of December 13, I discussed the present situation in higher education. As I reviewed and discussed several alternative strategies to effect change, I pointed out in summary fashion the pros and cons of each option and then raised the possibility of the creation of a new organization (board or agency) which would incorporate all of the desirable features of the Board of Higher Education, the Consolidated University, individual trustee boards, and many functions of the various state agencies which share in some way in the proliferation of authority and responsibility for public universities.

I stated that any new agency would need to be comprehensive in its role. By comprehensive I mean having a broad range of authority over (1) the role and allocation of function; (2) academic programs and educational activities; (3) budgetary matters, especially "B" and "C" budgets, and probably a unified budget; and (4) executive leadership.

Finally, I believe that if a new structure is to be effective, it needs to be governed by a board broadly selected geographically and representative of <u>all</u> of our citizens. Certainly, initially its makeup should be pro rata from the present boards of trustees with some additional membership from the current Board of Higher Education.

Based upon the reactions so far, I am therefore planning to con-

vene a committee composed of special subcommittees of the Board of Higher Education and of the Executive Committee of the University of North Carolina along with representatives of the regional universities and the School of the Arts to formulate a position statement. This statement should represent the best judgement of the collective leadership of our public institutions and should serve as a guide to the legislature for further action.

In all of my presentations, I have stressed that it is the clear responsibility of the membership of the several boards, charged in some part by either Constitution or statute for planning, coordinating, managing, or governing, to give leadership for improvement of our system of public universities.

I am today asking you as the executive heads of your institutions to work directly with your individual board of trustees. I ask that there be developed an initial dialogue within your institutional framework and then collectively through your trustee representatives for the guidance of the citizens of the State, the legislature, and others. I, therefore, am urging you to give leadership in an appropriate way to that Board which has selected you and which looks to you for guidance.

In working with your trustees, I urge you to look beyond the aspirations of each individual institution and consider how it fits into a logical and legitimate pattern - a pattern which recognizes diversity and differing roles and responsibilities based upon the needs of the State rather than those of a single institution.

It is probable that no single plan will fully please any institution. However, in consensus and compromise, the best interests of the State can be served.

I am confident that your boards with your expert assistance can join together with others of us to insure the continuation of what, all in all, is a fine heritage and a promise of even greater service in higher education.

NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA

Office of the President

MEMORANDUM

TO: MEMBERS OF THE BOARD OF TRUSTEES

FROM: ALBERT N. WHITING

RE: PROPOSAL TO RESTRUCTURE HIGHER EDUCATION
(Excluding Community Colleges and Technical Institutes)

DATE: JANUARY 11, 1971

I am attaching hereto a copy of Governor Scott's remarks to the Presidents and Chancellors assembled Monday, January 4, 1971, at the Board of Higher Education regarding the need for the creation of a new structure for the governance of higher education. By and large, the thrust of the Governor's proposal is to reduce the number of control points which have been proliferated through the years in North Carolina and, also, to place the responsibility for reorganization upon Trustees. I hasten to add, however, that he has asked the Executive Heads of Institutions to work closely with their individual Boards of Trustees in exploring possible new structures with emphasis, of course, upon what would be best for the State.

To facilitate discussion at our January meeting, I am herewith listing organizational options with descriptive comments. All of the options have been discussed in state education circles and all exist in some way or other throughout the United States. You may be interested to know that 15 states have centralized governing bodies of higher education - often referred to as Boards of Regents; 24 states have Coordinating Boards similar to our Board of Higher Education; and there are 11 additional states in which there is a single university with an overall governing board. This latter pattern is typical in the small and New England states.

OPTION 1 SUPER BOARD (BOARD OF REGENTS)

DESCRIPTION: Usually composed of a relatively small number of persons (e.g. approximately 15) supported by a Professional Staff and a Director who is variously referred to as a President or Chancellor. This Board is a governing board in the

true sense of the word and has overall responsibility with reference to policy and the administration of the higher education system.

ARGUMENTS FOR OPTION 1

1. Control of Higher Education would be centralized thereby facilitating tighter management techniques.

2. There would be a uniform information gathering system.

3. Only one legislative budget hearing would be necessary for the entire system of Higher Education.

4. The single board concept would reduce political influence in the allocation of funds and in program approvals.

5. This OPTION would promote uniformity in policies and regulations related to expansion, governance, programming, salary scales, etc.

ARGUMENTS AGAINST OPTION 1

1. This OPTION would lead to the possibility of over-control and over-bureaucratization.

2. Decision making would be concentrated into the hands of too few people.

3. The distance between the local institutions and the Board would be too great.

4. Under this OPTION local differentiation in response to local needs might be discouraged.

OPTION 2 — A LARGE 100-MAN BOARD OF TRUSTEES FOR THE HIGHER EDUCATION SYSTEM BASED ON GEOGRAPHIC REPRESENTATION AND COMPOSED INITIALLY OF REPRESENTATIVES FROM ALL OF THE LOCAL BOARDS OF TRUSTEES

DESCRIPTION: This Board would require staff support as des-

scribed above in OPTION 1 and, in addition, would be divided into subgroups - each of which would serve as a Visiting Committee for each institution in the system.

Current thinking among some Trustees and Administrators envisions, if this were adopted in North Carolina, a Board of some 100 persons composed of 48 from the Trustees of the Consolidated University; 48 from representatives of the Boards of the Regional Universities and the College of the Arts, plus several Legislators and the Governor.

ARGUMENTS FOR OPTION 2

1. Control would be centralized.

2. There would be a uniform system of information gathering.

3. Only one budget hearing would be necessary for the entire system of Higher Education.

4. Under this OPTION representation would be geographic so that the interests of the State in Higher Education would be more broadly served.

5. The distance under this OPTION between the Board and the institution would be effectively reduced by the Visiting Committee arrangement.

ARGUMENTS AGAINST OPTION 2

1. If the 100-Man Board is based on the representation formula suggested, then the Consolidated University would be somewhat over-represented.

2. A large Board such as proposed is normally unwieldy in the decision making process and as a result power tends to concentrate in the hands of a few.

3. The possibility of political alignments based on sectionalism on the Board could pose a threat to the well-being of the system.

OPTION 3 TWO BOARDS OF TRUSTEES

DESCRIPTION; An arrangement wherein there would be two Boards of Trustees - one for the Consolidated University and one for the Regional Universities and the College of the Arts. Each Board presumably would be supported by a Professional Staff in the nature of the staff presently under the direction of the President of the Consolidated University. With regard to the Board for the Regional Universities and the College of the Arts - the membership initially would be composed of representatives from each of the current local Boards.

ARGUMENTS FOR OPTION 3

1. This OPTION would increase centralization but not as much as OPTIONS 1 and 2.

2. Under this OPTION only two budget hearings would be required instead of 11 as now are required.

3. This OPTION provides for a recognition of differences in functions between the Consolidated University and the Regional Universities.

4. The two board concept is in line with a suggestion made in North Carolina Statue 116-44.16 which states:

> Future policy with respect to regional universites. - Not later than July 1, 1972 the state Board of Higher Education pursuant to this article shall study the effectiveness of the regional universities and their proper role and status in the State system of public higher education, and shall make a report to the General Assembly setting forth its findings and recommendations on that subject. The study shall include, but not be limited to the existing arrangements, the establishment of a single board of trustees for all regional universities, and the conversion of one or more of the regional universities into campuses of the University of North Carolina. (1967, c. 1038)

ARGUMENTS AGAINST OPTION 3

1. Success of this plan would require Board representation on both boards of comparable influence with the Legislature and Governmental Agencies. It would also require the elimination of the Governor or Chairman of the Consolidated University Board. If these are not accomplished, the Regional University group would be disadvantaged.

2. Unless provision is made for coordination and liaison between the two Boards, disharmony and rivalry would develop.

OPTION 4 TO CONTINUE THE PRESENT SYSTEM OF LOCAL BOARDS WITH THE BOARD OF HIGHER EDUCATION AS THE CO-ORDINATING AGENCY

DESCRIPTION: The presumption here would be that the Board of Higher Education would be given more power and would have responsibility in the budget area. In addition, it would be necessary for the local Boards to have more actual responsibility with regard to budget, program, personnel, etc. Implicit in the first three options is the understanding that the present Board of Higher Education will be dissolved.

ARGUMENT FOR OPTION 4

1. The present system with local Boards encourages local involvement with, and support of, the institution. It also encourages institutional attention to local needs.

ARGUMENTS AGAINST OPTION 4

1. The Board of Higher Education, under the present system, is relatively powerless and, therefore, too frequently ignored in the overall decision making related to Higher Education.

2. The powers of the local Boards are not sufficient for the type of management and planning required

by modern Higher Education.

3. The present system subjects Higher Educational institutions to such an array of control points that institutional management and planning are difficult; for example:

    1. The Personnel Department classifies positions - even some academic posts.

    2. The Advisory Budget Commission makes crucial budget decisions.

    3. The Board of Higher Education coordinates programming.

    4. Legislative Committees approve budgets and determine functions.

    5. The Budget Office limits local budgetary autonomy.

NORTH CAROLINA GENERAL ASSEMBLY

1969 SESSION

COMMITTEE SUBSTITUTE
FOR SENATE JOINT RESOLUTION 709

A JOINT RESOLUTION AUTHORIZING THE BOARD OF HIGHER EDUCATION TO MAKE A STUDY OF THE STRUCTURE OF HIGHER EDUCATION IN NORTH CAROLINA AND TO MAKE RECOMMENDATIONS TO THE GENERAL ASSEMBLY CONCERNING THE STRUCTURE AND FUTURE DEVELOPMENT OF A SYSTEM OF HIGHER EDUCATION IN THIS STATE.

WHEREAS, the system of public higher education has undergone profound changes since 1962, when the study of the Governor's Commission on Education Beyond the High School was completed; and

WHEREAS, the long-range planning report of the Board of Higher Education, Planning for Higher Education in North Carolina, which was completed in November 1968, called attention to the need for a careful study of the structure of higher education and of the proper allocation of function within the system; and

WHEREAS, General Statutes 116-44.16 provides for a study by the Board of Higher Education of the effectiveness of the regional universities and of their future role and status, this study to be completed on or before July 1, 1972; and

WHEREAS, the 1969 session of the General Assembly has recognized the responsibility which the Board of Higher Education has to make studies in this area and its capacity to undertake them and has recently strengthened the Board in order to help it carry out its assigned responsibilities; and

WHEREAS, the rapid rate of the recent changes in higher

education has made an early review of the structure of higher education imperative;

NOW, THEREFORE, be it resolved by the Senate, the House concurring;

Section 1. The Board of Higher Education is authorized and directed to study the structure of higher education in North Carolina and to make recommendations to the General Assembly no later than March 1, 1971, concerning the future development of a public system of higher education. The study shall include consideration of those topics enumerated in General Statutes 116-44.16 and shall also include consideration of such additional topics as (1) the feasibility of consolidation of public senior institutions by regions or territories or by types of programs offered, (2) the allocation of academic responsibilities to institutions or to groups of institutions and (3) the method of selection of trustees of the public senior institutions.

Sec. 2. This Resolution shall not be construed as advancing the date of July 1, 1972, upon which regional universities are statutorily eligible to confer doctor's degrees under the provisions of Chapter 532 of the 1969 Session Laws.

Sec. 3. To the extent that funds allocated to the Board of Higher Education are insufficient to make this study, funds for the employment of personnel and for other expenses shall, with the approval of the Governor and the Council of State, be made available from the Contingency and Emergency Fund.

Sec. 4. This Resolution shall be in full force and effect upon its adoption.

Public Pulse

What will happen to black schools?

Editor of the Daily News:

If history repeats itself, I do not look upon restructuring higher education with great enthusiasm of optimism. Minority groups and the institutions that serve them have often been sacrificed and phased out in the processes of merger, integration, and desegregation. This I believe and a piece of research will establish the validity of this statement.

What will become of schools like A & T, Winston-Salem State, North Carolina Central, Fayetteville State and Elizabeth City State Universities if this drastic change is made? These institutions have experienced tremendous hardships in their efforts to develop first rate schools. One of the greatest handicaps has been the small appropriations given them by the state and federal government. The appropriation to which I refer is on a comparative basis. For example, consider the revenue received by the consolidated university system of which Dr. Friday is president.

I listened to the presentation of the study authorized by Governor Dan K. Moore. Duplication was one of the key issues. All of the schools duplicate. Each school must duplicate to a great extent to serve the students. Each school teaches English, Science, Mathematics, etc. Take a look at the School of Engineering at A & T State. This school has turned out fine engineers for years. These men and women have made and are making great contributions to the state and nation. The school is rated as one of the best in the nation. The big question is 'Where will the ax begin and end when the axion of duplication is applied'?

The black schools are needed and this is a fact of life.

The next question is 'How can one super trustee board adequately serve all of the universities'? This would be a full time job and who would have the time even if he or she was qualified? The unbiased distributions of funds would be forever under fire. This is the day of computer science and the computer has to be fed the material which is the outgrowth of the mind and nature of man. Human nature cannot be reduced to a mathematical formula. Therefore, there will be no right or fair distribution of funds. It will be easy to tell one school that your proposed program cannot be funded because there is not a need. A trustee board to cover the whole of higher education cannot function effectively.

Duplication is an issue, yet North Carolina State University at Raleigh lately can give a degree in Liberal Arts.

My candid opinion is that financial aid to the predominant black school of higher education will get worse before it gets better. I am not going to write about faculties, staff, libraries, laboratories and instructional materials. Much can be written in this area. I shall point out some things that can be seen by the average layman. Go to the black universities in our state and look for paved and lighted parking lots. Try to find stadiums and field houses. Talk to legislators and you will be given excuses as to how the Greater Universities get these things and excuses as to why the black universities do not have them.

Each administration tries to leave its "footprints on the sands of time." For example, Charles B. Aycock is known as the educational governor. Terry Sanford tried to go the same route and he made wonderful contributions. Kerr Scott is known as the governor for roads and rural electrification. We have a fine youthful, ambitious, and hard working governor, Governor Robert Scott loves North Carolina and its people. He will leave his "footprints on the sands of time" also.

C. C. GRIFFIN

Concord.

(Editor's note: Mr. Griffin is a former principal of the Logan School in Concord.)

Greensboro Daily News, Sunday, Jan. 24, 1971

GOVERNOR'S COMMITTEE ON REORGANIZATION OF HIGHER EDUCATION

Lindsay C. Warren, Jr., Chairman
Box 1616
Goldsboro, North Carolina
(919) 734-1841

Andrews, Ike F. Mr.
(Legislature during the week)
P.O. Box 271
Siler City, N.C. 27344
(919) 724-4158

Bryant, Victor S. Mr.
P.O. Box 666
Durham, N.C. 27702
(919) 688-6341

Burgwyn, John G. Mr.
Jackson, N.C. 27845
(919) 583-3921

Chess, Sammie Mr.
622 Washington Drive
High Point, N.C. 27261
Res. (919) 454-2238
Bus. (919) 882-0018

Davis, Archie K. Mr.
P.O. Box 3099
Winston-Salem, N.C. 27102
(919) 761-5313

Harris, W.C. Jr., Mr.
P.O. Box 2417
Raleigh, N.C. 27312
(919) 833-9711

Hill, Watts, Mr., Mr.
P.O. Box 61
Durham, N.C. 27702
Res. (919) 942-1013
Bus. (919) 682-6024 or 682-5431

Horton, Doris Mrs.
P.O. Box 675
Pittsboro, N.C. 27312
(919) 542-2307

Huskins, J.P. Mr.
(Legislature during the week)
P.O. Box 1071
Statesville, N.C. 28677
Res. (704) 873-7129
Bus. (704) 872-5251

Hyde, Wallace N. Dr.
Hyde Insurance Agency
Doctors Park
Asheville, N.C. 28802
(704) 254-8157

Lowry, Zeb A. Mr.
Pembroke, N.C. 28372
(919) 521-4255

Lucas, J. Paul Mr.
1822 Cassamia Place
Charlotte, N.C. 28211
Res. (704) 366-5016
Bus. (704) 374-4484

McCoy, Reginald F. Mr.
P.O. Box 666
Laurinburg, N.C. 28352
(919) 276-0861

Rankin, William B. Mr.
P.O. Box 653
Lincolnton, N.C. 28092
(704) 735-6313

Semans, James H. Dr.
Duke Hospital
Durham, N.C. 27706
Res. (919) 684-2825
Bus. (919) 684-8111

Shreve, Clyde A. Mr.
P.O. Box 786
Greensboro, N.C. 27401
(919) 272-6175

Sloan, Maceo A. Mr.
P.O. Box 201
Durham, N.C. 27707
Res. (919) 682-6000
Bus. (919) 682-9201

Smith, Walter L. Mr.
P.O. Box 989
Charlotte, N.C. 28201
Res. (704) 366-1785
Bus. (704) 366-8070

Stewart, John S. Mr.
P.O. Box 3839
Durham, N.C. 27705
(919) 688-1303

Turner, E.B. Dr.
504 W. 2nd Street
Lumberton, N.C.
Res. (919) 739-3039
Bus. (919) 739-3939

White, Thomas J. Jr., Mr.
P.O. Box 3169
Kingston, N.C. 28501
(919) 527-8131

MEMBERS OF N. C. BOARD OF HIGHER EDUCATION

Blue, H. Clifton
Sandhills Citizen
Box 366
Aberdeen, N.C. 28315
Res. 944-2596
Bus. 944-2356

Chess, Sammie
622 Washington Dr.
High Point, N.C. 27621
Res. 454-2238
Bus. 882-0018

Burney, John J. Jr.
P.O. Box 1741
Wilmington, N.C.

Harris, W.C. Jr.
P.O. Box 2454
Raleigh, N.C. 27602
Res. 787-1754
Bus. 833-9711

Henley, John T.
200 S. Main Street
Hope Mills, N.C.

Hewlett, Addison, Jr.
Odd Fellows Bldg.
P.O. Box 121
Wilmington, N.C. 28401
Res. 794-4010
Bus. 763-0156

Hill, Watts, Jr.
P.O. Box 61
Durham, N.C. 27702
Res. (Chapel Hill) 942-1013
Bus. 682-6024

Horton, Harry, Mrs.
P.O. Box 675
Pittsboro, N.C. 27312
Res. 542-2307

Huskins, J.P.
P.O. Box 1071
Statesville, N.C. 28677
Res. 873-7129
Bus. 872-5251

Kirby, J. Russell
1711 Brentwood Circle
Wilson, N.C. 27893
Res. 243-3528
Bus. 243-6141

Lucas, J. Paul
1822 Cassamia Place
Charlotte, N.C. 28211
Res. 366-5016
Bus. 374-4484 or 374-4011

Martin, Perry
Rich Square
Lincolnton, N.C. 28092
Res. 735-5024
Bus. 735-7069

McCoy, R.F.
708 Prince Street
Laurinburg, N.C. 28352

Miller, Isaac H., Pres.
Bennett College
Greensboro, N.C. 27402
Res. 272-3609
Bus. 275-9791

Pritchett, John A.
State Board of Education
131 S. King Street
Windsor, N.C. 27893
Res. 794-3341
Bus. 794-3161

Quinn, Dwight
213 S. Main Street
Kannapolis, N.C.

Royale, Kenneth C., Jr.
64 Beverly Drive
Durham, N.C. 27701
Res. 489-2129

Scott, Robert W., Governor of North Carolina (Chairman)
State Capitol
Raleigh, N.C. 27602
Res. 829-3871
Bus. 829-3991

Sloan, Maceo A.
P.O. Box 201
Durham, N.C. 27707
Res. 682-6000
Bus. 682-9201

Stickley, John L.
P.O. Box 3385
Charlotte, N.C. 28203
Res. 366-0952
Bus. 333-9253

Whitmire, E.J.
P.O. Box 406
Franklin, N.C. 28734
Res. 524-3092
Bus. 524-2146

Wilson, George D., Mr.
604 Forest Lake Road
Fayetteville, N.C. 28305
Res. 484-0926